**Asking for feedback**

*How to use this document?*

You ask for feedback to (at least) three persons about your ‘behaviour’ as a professional. Find persons with different backgrounds, for instance: a fellow student with whom you collaborated in a critical professional situation, a person from the working field (your internship for instance, or graduation company) and a teacher who has seen your work as a professional or/and has coached you. You can ask several colleague’s to give you feedback. The more feedback, to more you will learn about yourself, the better and more you can improve yourself. You can also ask feedback about specific situations: chairing a meeting, performing a job, having a specified talk about a subject, leading a workshop, etc.

To make the feedback form as useful as possible, the person filling in should know something about the competences you are asking feedback for. Therefore:

* We added the full competence profile *Learning to Innovate* on HINT;
* The Handbook FAH also contains the full profile;
* This form together with schemes to use, contains a short description of each competence, based on the behavioural indicators.

Of course the full profile is more in-depth about the competences. Make sure you can elaborate about them when asked for by the person you ask feedback from: what do the mean for you as a professional?

Knowing the competences well also will be helpful when writing your STARR’s.

How to deal with these forms?

1. First ask a person if (s)he is willing to give you feedback on specified behaviour, be sure this persons has witnessed your behaviour;
2. Send this person the forms (see below) (s)he needs to be sure to make it fit in your portfolio. The word-format ensures filling in is easy;
3. Ask to return their feedback by email. If possible have them place a signature, if not, save the email.
4. Copy the feedback into your portfolio;
5. If needed: you could elaborate about how you dealt with the feedback in your STARR of use it during the interview: this feedback made me realize …. So I …… and with that I could … etc.

**Feedback is not the same as assessing**. It is a professional reaction on your behaviour, somebody has an opinion on your behaviour and is willing to make that clear to you.

Basic rules for feedback:

1. Is about your behaviour as professional
2. It should be about behaviour which you can change of which you should be able to learn
3. Feedback is concrete and specified behaviour which somebody witnessed him/herself
4. Is given as an ‘I message’: (I saw you do…, or act like , I experienced …, etc)
5. Specified the effect your behaviour had on the witness (in that situation)
6. Make it possible for the partner to react
7. Give possible suggestions for better fitting behaviour
8. Try to find solutions in cooperation
9. If something is not clear: do NOT hesitate to ask for more understanding

*Put the feedback from three different persons on 1 competence right after each other. This makes it easier to read for your assessors.*

*Add your ‘proof’ after the STARR’s and self-evaluation on this competence.*

*Stimulate the persons you ask for feedback to concentrate on your behaviour as (beginning, learning ..) professional in the situations they witnessed.*

*Ask feedback as soon as possible after the ‘event’ is finished: the project, the meeting, the presentation, etc. It’s better to have too much then too little feedback (and most of the time you can learn from any feedback).*

*Especially when abroad be IN TIME to ask for feedback. Asking ‘in person’ is always better than asking ‘by email’.*

*Put signed forms in your portfolio as appendixes.*

**Competence 1 Innovation driven**

In contributing to the development of an innovative professional product, the student shows an enquiring attitude and identifies and exploits opportunities to introduce innovations into professional practice.

**Behavioural indicators and descriptions**

*Being able to act in an enterprising way in complex professional situations*

* You think and act proactively. You show initiative and do not wait for others; you go and investigate. You come up with possible innovative ideas and solutions of your own accord
* You are decisive. You familiarise yourself with the situation and take quick, well-considered and reasoned decisions about which steps are necessary
* You are able to convert opportunities into targeted actions. You are able to identify effective routes to achieve goals

*Exploring the problem and possible solution strategies*

* You prefer to explore *other* ideas as well as traditional methods because there is evidence that the traditional methods no longer suffice
* You come up with *new* perspectives on problems
* You translate developments and trends in your own area of expertise into future scenarios
* You make responsible use of relevant practical research methods and techniques

*Demonstrating daring and courage to experiment*

* You experiment
* You take action, even if the outcome is uncertain
* You dare to stick your neck out; you don’t avoid risks

*Looking creatively at both the problem and the solution*

* You demonstrate the ability to depart from the existing conceptual framework
* You demonstrate that you can make use of approaches from other disciplines to come up with new findings and combinations of solution strategies
* You show that you can think out-of-the-box
* You demonstrate originality, “playfulness” and ingenuity
* You come up with new scenarios if circumstances change
* You are able to think of several solutions, approaches or perspectives for a problem that are unexpected and that bring solutions closer

**Feedback (role): student – lecturer – someone from practice** (all three should be present at least once)

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| --- |
| **Name: (role) Date:**Signature:  |
| **Competence 1: Innovation driven** *Aspects:* enterprising/investigative/experimental/creative/innovative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

**Competence 2 Demand driven**

In working innovatively, the student demonstrates an awareness of the professional environment in which he or she operates and identifies opportunities to introduce innovations into professional practice.

**Behavioural indicators and descriptions**

*Demonstrating awareness of surroundings – social context*

* You know or explore the trends and developments in a wider context than your own area of expertise and you are able to connect their significance to the problems you are working on
* You are able to see further than the end of your nose; you see changes coming (earlier than others) and anticipate them
* You look actively for practical situations that might provide new evidence and you make use of them in discussions.
* Your see opportunities / chances and make use of them
* You recognise that external factors affect or may affect the problems you are working on
* You demonstrate social engagement and you can account for your professional actions

*Being able to identify and specify questions relevant to the profession*

* You investigate the problem at hand in dialogue with the client and other relevant stakeholders
* You delve more deeply into the definition of the problem outlined; is this really the problem, is more preliminary research needed, will that lead to a different definition of the problem?
* You explore what is already known about the problem; you are able to edit it and present it
* You are able to make the question explicit and adjust it
* You demonstrate knowledge of the social climate that plays a role in finding and accepting solutions

*The ability to convert solutions into practical applications*

* You come up with unexpected and feasible solutions
* You are able to convert solutions discovered through a combination of knowledge and experience of various areas of expertise into practical results

**Feedback (role): student – lecturer – someone from practice** (all three should be present at least once)

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| **Name: (role) Date:**Signature:  |
| **Competence 2: Demand driven***Aspects:* awareness of surroundings and social context/questions relevant to the profession/ability of convert solutions into practical applications |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

**Competence 3 Collaborative working**

In participating in innovative processes, the student becomes a team player who can draw on communicative, collaborative and networking skills to work effectively and efficiently with other professionals to achieve results.

**Behavioural indicators and descriptions**

*Being prepared to collaborate and have general goals prevail over individual goals*

* You align yourself with the common goals that arise through looking for new answers to problems at hand
* You acknowledge that co-creation from professional disciplines contributes to arriving at innovative solutions
* You look for opportunities and ways to work cooperatively on answers to problems
* You are able to work in an interdisciplinary/trans-disciplinary context; i.e. you work closely with people from other areas of expertise by making constructive contributions and gaining recognition for your own area of expertise
* You contribute to the best possible alignment between contributing your own knowledge, experience and qualities and that of team members.
* You put the interests of the team above your own personal interests and you hold your fellow team members accountable for their behaviour and responsibility. You are also accountable yourself
* You are capable of making concessions in order to arrive at a common goal or result. You are able to substantiate these concessions

*Being able to make a contribution to the development of a network of experts and able to consult this network in a targeted fashion.*

* You build up a functional network
* You use networks in a targeted fashion

*Being able to make use of a variety of communication skills in the right way and at the right moment.*

* You kindle enthusiasm and stimulate others
* You have effective and efficient discussions
* You share your work with others
* You contribute constructively to the collaboration

**Feedback (role): student – lecturer – someone from practice** (all three should be present at least once)

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| **Name: (role) Date:****Signature:**  |
| **Competence 3: Collaborative working***Aspects:* multidisciplinary collaboration, aware of goals/networking/communicative |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

**Competence 4 Interactive learning**

In guiding his or her further professional development, the student acknowledges the need for lifelong learning and works to gain the necessary learning skills.

**Behavioural indicators and descriptions**

*Demonstrating self-directing learning ability*

* You give your own learning process substance and direction; in other words, you are able to set yourself developmental and learning goals and act accordingly.

*Readiness and a will to learn in various challenging settings*

* You reflect on your own actions and naturally ask others for feedback; you weigh up tips for improving them and then apply them immediately and effectively
* You are aware of how your personal standards and values affect your actions and you demonstrate a willingness to discuss them
* You can be held to account for your actions
* You are prepared to change your ways
* You surrender obsolete knowledge if there are good arguments for doing so
* You have the courage to push back your own boundaries in order to develop personally and professionally

*The ability to reflect on the effectiveness of your professional actions*

* You demonstrate the ability to reflect and you are able to analyse your own actions in terms of
	+ content
	+ approach
	+ group dynamics – this might include the actions of all those involved
	+ social and ethical considerations when coming up with new solutions
	+ your own development with regard to the points above
* You have learned what your strengths and weaknesses are (or gained a better understanding of them) and you are able to make improvements to both

**Feedback (role): student – lecturer – someone from practice (**all three should be present at least once)

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| **Name: (role) Date:**Signature:  |
| **Competence 4: Demonstrate interactive learning***Aspects:* self-directing learning ability/learning in challenging situations/reflecting on own actions |
| Feedback for this competence because I have seen the following BEHAVIOUR: |

**Competence 5 Knowledge creation**

In continually improving his or her knowledge and keeping up to date, the student not only learns within a formal context (like school), but also expands his or her expertise by learning in a workplace setting.

**Behavioural indicators and descriptions**

*Being able to develop knowledge within an application context*

* You are able to make use of other people’s knowledge and practical experience to strengthen your own so that you develop new knowledge that takes the professional practice further; you innovate
* You are open to the contribution of other people’s expertise and you actively invite them to contribute
* You build on existing knowledge and are able to connect the newly developed knowledge to the ‘old’

*Being able to apply knowledge and skills at various levels and in various contexts*

* You make use of knowledge from different areas of expertise in order to discover patterns in problems
* You apply the knowledge and information thus acquired to develop or design new solutions
* You demonstrate awareness of the effect of social, economic, technical, ethical and/or psychological factors that could help to find the answers to problems you are working on

*The ability to share and access knowledge*

* You actively share the knowledge and experience you have gained in practice with other people
* You actively look for new knowledge and for effective ways of accessing and sharing new knowledge. You do this in a way that is appropriate for your professional practice and you are able to substantiate your choices in this matter
* You look for connections that go beyond the shared knowledge and experience of team members and help them to understand these connections

**Feedback (role): student – lecturer – someone from practice** (all three should be present at least once)

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| --- |
| **Name: (role) Date:**Signature:  |
| **Competence 5: Knowledge creation***Aspects:* develop knowledge/apply knowledge in context/share and access knowledge |
| Feedback for this competence because I have seen the following BEHAVIOUR: |